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ABSTRACT

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to help office staff of port businesses develop basic interpersonal communication and time and stress management skills. The following topics are covered in the individual modules: the importance of high quality service; telephone techniques/manners, the needs of office visitors, and professionalism; organizing work space, setting goals, managing time, and maintaining a positive image; managing stress; understanding and using the different types of listening; practicing active listening; identifying good and bad listeners; and giving and receiving feedback. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. Appended is an article titled "What Do We Listen For?" (Raudsepp) and supplementary information about listening, constructive communication, and active listening. Answers to all exercises and the pretest and posttest are included. (MN)

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ED 381 652

THE PORT OF BALTIMORE WORKPLACE SKILLLS DEVELOPMENT PROJECT

Effective Communication

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By
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CE 068 756

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Course

Effective Communication is a course designed for the office staff of the Port of Baltimore businesses. The course has the following objectives:

- Familiarize learners with the concepts of quality service, telephone professionalism, and interpersonal communication.
- Familiarize learners with time management techniques.
- Familiarize learners with stress management techniques.
- Familiarize learners with concept of active listening.
- Through role play, discussion, and study, experience situations involving the above concepts.

The course has been taught in one hour modules. Experiential learning, lectures, and discussions are all used as learning techniques. Exercises are designed for individuals, and for small and large group participation. At all times the focus of the course is on the actual issues being faced by the participants in their businesses, largely freight forwarders, customs brokers, shipping and trucking lines.

Module 1

Objectives

1. Increase learners' awareness of the importance of quality service, communication, organization, and telephone professionalism.

2. Through instruction, role playing and open discussion, experience situations involving the above concepts.

3. Realize how participants can apply the topics and ideas discussed in this course to their positions in their work places.

Procedure:

1. Students will read and complete pre-assessment questions.

2. As a group, students will discuss what constitutes quality customer service, who internal and external customers are and specifically how employees in the transportation industry can provide such service to customers.

3. As class, students will discuss some aspects of effective communication and how these aspects can be applied to the transportation industry.

4. As class, students will discuss how to talk professionally on the telephone.

5. Individuals will volunteer to role play some telephone situations.

Pre-Test
Effective Communication

1. What are three barriers to effective listening?

   A.

   B.

   C.

2. Active listening involves paying attention to the speaker's

   _____ and _____.

3. How should you handle a situation where a phone call comes which is not for you and which involves information that you do not have?

4. How quickly should you answer the telephone?

5. How should you handle an angry customer on the telephone?

6. A. How should you give feedback effectively?

   B. How should you receive feedback?

QUALITY CUSTOMER SERVICE?

WHO ARE OUR CUSTOMERS?

There are two kinds of customers:

1) Internal

2) External

HOW DO WE PROVIDE QUALITY SERVICE?

1) Focus on the Customer.

2) Focus on the Work Process.

EFFECTIVE COMMUNICATION = SPEECH & LISTENING

1) **Speech**

   a) Words: 10 %
      Tone: 50 %
      Body Language: 40 %

   b) Don't hint.

   c) Be positive.

   d) Avoid sweeping generalizations.

   e) Make "I" statements.

2) **Listening**

   a) Concentrate.

   b) Remove barriers.

   c) Keep an open mind.

   d) Respect the speaker.

   e) Summarize.

3) **Credibility Robbers**

   a) Inappropriate appearance

   b) Limp handshake

   c) Preening and fixing

   d) Avoiding direct eye contact

   e) Closed, tight stance

Telephone Techniques for Quality Customer Service

1) **Prompt Service.**

- Answer the telephone within three rings.

2) **Courteous Service.**

- Use an appropriate greeting.
- Give the caller your full attention.

3) **Professional Treatment.**

- Be organized.
- Give the caller options.
- Be polite and helpful.

4) **Listen effectively.**

- Concentrate.
- Ask clarifying questions.

5) **Follow through.**

- Keep the customer apprised of the situation.
- Call back at specified time, with or without answer.

6) **Telephone Manners/Dealing with Difficult People.**

- Tone and inflection.
- Volume.
- Rate of speech.
- Be understanding.
- Don't take personally.
- Offer solutions.
- Acknowledge a mistake; then offer options or help.

7) **Return Calls.**

- Within 24 hours, but preferably the same day.

Role Playing

TELEPHONE SITUATION #1:

Customer is angry and abusive about a fax he didn't receive.

Role play the discussion between the customer and the responsible employee.

TELEPHONE SITUATION #2:

Customer calls and is very upset because no one returned his call yesterday, as promised. The person the customer was calling is not in the office today and has not called in for messages.

Role play the discussion between the customer and the person taking the message.

Making Face-to-face Delivery Match the Message

1) A picture is worth a thousand words.
   - What does your posture project?
   - What do your gestures convey?
   - What do your facial expressions reveal?
2) How it's said versus what is said.
   - Tone:
   - Rate:
   - Pitch:
   - Volume:

Avoid Giving Away Privileged Information

- Choose not to discuss work outside the office.
- Play dumb.
- Keep your ear to the ground.

Module 2

Objectives

1. Become familiar with proper telephone techniques and manners.
2. Become familiar with needs of office visitors.
3. Become aware of some aspects of professionism.

Procedures:

1. Two students will read out loud "Exercise: Room for Improvement."
2. As class, students will discuss how a more polished image could have been presented. Students will add examples from their own work places.
3. As class, students will discuss needs of office visitors. Students will add examples from individual work places.
4. Individually, students will complete communication crossword.
5. As class, students will review crossword puzzle.
6. As class, students will discuss what constitutes professionalism. They will provide examples from their individual work places.

Exercises in Cooperative Communication- 2A

Propose better ways to handle these phone calls:

"Mr. Monroe, I can't help you. If you miss your appointment today, you won't be able to see the doctor any time soon. I'll put you on the calendar for another appointment, but I don't see what good that'll do."

"The mistake is not a result of this department, Ms. Lansing. I suggest you take that up with Accounting. There's nothing I can do."

"I don't ordinarily handle Mr. Warrington's correspondence. I guess I can set your letter aside and give it to him when he comes in, but I don't know when that will be."

Give examples of cooperative words and phrases:

-
-
-

Winning Words And Phrases

Words

Discovery	New	Easy	Powerful	Guarantee
Results	Have	Safety	Health	Save
Improved	We	Money	You	Proven

Phrases

"What do you think about . . . ?

"Why don't we try . . . ?

"Our information indicates that . . . "

"I'm confident . . ."

"I believe . . ."

"I recommend we . . . "

"Could we try . . . ?"

"I'm convinced . . . "

"Let's move ahead . . . "

"We'd be more successful if we . . . "

"Research indicates . . . "

Exercise: Room for Improvement

Receptionist:	(after fifth ring) Hello.
Caller:	Is this "On Your Side" Insurance Agency?
Receptionist:	Yes, it is. Can you hold? (click) (returns) Who are you holding for?
Caller:	No one, I need a quote on car insurance.
Receptionist:	Ma'am, I don't handle that. You'll have to speak with one of our agents, but they are all in a staff meeting right now.
Caller:	All right. May I leave a message for one of them to call me back?
Receptionist:	Sure. Can you hold? I have another call. (click) (returns) Who did you want to leave a message for?
Caller:	I don't know. I just need an agent to give me a quote on car insurance.
Receptionist:	Okay, let me get a pen. . . . All right, ma'am, may I have your name?
Caller:	Rita Muliano.
Receptionist:	Spell your last name, Rita, hon.
Caller:	M-u-l-i-a-n-o.
Receptionist:	And may I have your number?
Caller:	5-5-5-1-2-1-2.
Receptionist:	Okay, Rita, I'll give this to one of our agents.
Caller:	Thank you.
Receptionist:	You're welcome. Bye-bye.

How could this receptionist have presented a more polished image?

Winning Telephone Techniques

1) Treatment must be _____.

- Answer within three rings.
- Ask for _____ to place caller on hold.
- Offer solutions.

2) Treatment must be _____.

- Provide appropriate greeting.
- Give caller your _____ _____.
- Thank them for your call.

3) Treatment must _____.

- Keep pens and paper near the telephone.
- Complete message form as the caller speaks.
- Give caller the _____ to hold or call back.

Understanding Office Visitors

VISITORS HAVE FOUR BASIC NEEDS:

1) To feel acknowledged.

- Greet visitors within ten seconds.
- Give them your attention.
- Record their visit.

2) To feel welcome.

- Acknowledge them.

- Offer reading material.
- Be prepared for small talk.

3) To feel understood.

- Exercise empathy.
- Answer questions.
- Solve their problem.

4) To feel noticed.

- Record their name and company name.
- Thank them for their interest.
- Make the appointment.

ANSWERS TO WINNING TELEPHONE TECHNIQUES

1) prompt

- **permission**

2) professional

- **full attention**

3) show preparation

- **option**

Calming the Angry Public

1) Stay calm.
   - facial expressions
   - voice tone
   - body language

2) Show your concern.
   - active listening
   - notes
   - positive responses

3) Empathize.
   - understanding
   - positive action
   - mistakes

4) Suggest alternatives.
   - referrals
   - mutual agreement
   - assurance

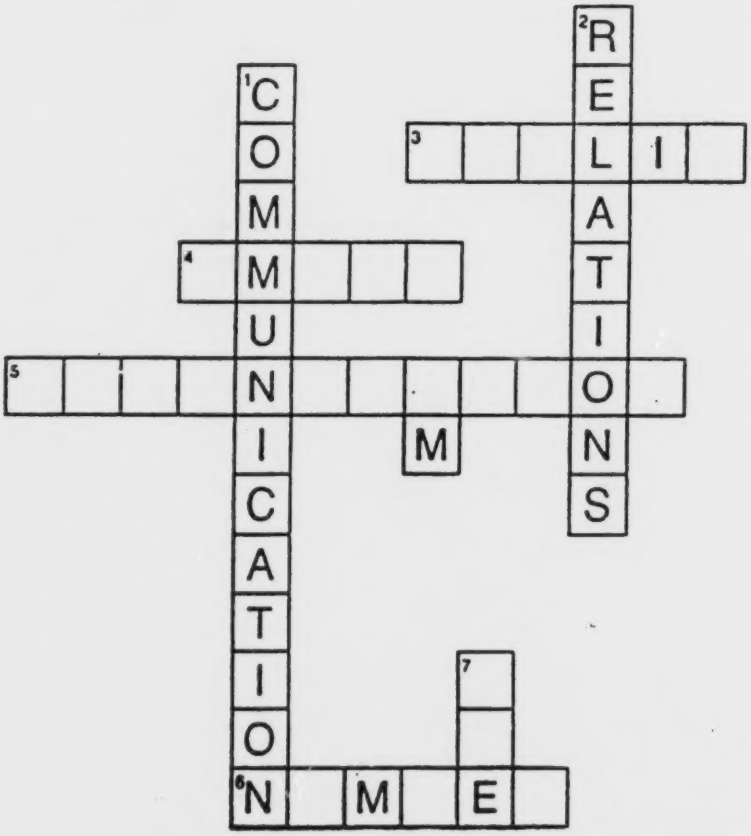
Crossword Puzzle

ACROSS:

3. People dealt with daily
4. Outward appearance
5. Working successfully in an orderly fashion
6. Called on the telephone

DOWN:

1. Interaction with others
2. Important to keep this intact when working with people
7. Number of times available to make a first impression



Module 3

Objectives

1. Learn some principles of organizing work space.
2. Learn some principles of setting goals.
3. Learn some principles of time management.
4. Discuss some techniques of maintaining a positive image.

Procedures:

1. As class, students will discuss methods of organizing their desks, files, calendars.
2. As class, student will discuss planning techniques such as identifying goals, making plans, setting deadlines.
3. As class, students will discuss time management techniques.
4. Individually, students will rate themselves on various skills and traits.
5. As class, students will discuss techniques to use to maintain a positive attitude all day.
6. As class, students will discuss techniques to avoid procrastination and carelessness and to deal with excessive socializing.

Professionalism

- Appearance
    1. Appropriate
    2. Clean and neat
- Speech
    1. Direct
    2. Confident and knowledgeable
    3. Clean

Organization

- Space
    1. Desk
    2. Files
    3. Calendar
- Planning
    1. Identify
    2. Sequence
    3. Set deadlines

Time

- Aids
    1. Time log
    2. "To-do" list
- Wasters
    1. People
    2. Paper
- Traps
    1. Procrastination
    2. Carelessness
    3. Perfectionism

How Do You Score?

Rate yourself from one to five, with the five being the highest.

1	2	3	4	5	
					Enthusiastic
					Technical/vocational skills
					Flexible
					Assertive
					Intelligent
					Self-motivated
					Competitive
					Writing skills
					Verbal communications skills
					Listening skills
					Level of professionalism
					Organization skills
					Sense of humor
					Integrity
					Tolerance of others
					Cooperation
					Problem solving skills
					Sense of team responsibility
					Initiative
					Commitment

Achieve Image "A's"

Appearance

- Clothing
- Grooming

Attitude

- Consistency
- The "extra mile"

Achievement

- Knowing your company
- Understanding work environment

Make That Image Last All Day

Good Mood Thieves:

- Ringing telephone
- Taking messages
- Boss in bad mood
- Lost an important document
- Client yells at you
- You're in a bad mood
- Have to work late
- Copy machine breaks . . . again
- Can't take a break

Stay Positive:

- Find the humor
- Practice self-talk
- Keep a success file
- Allow for variety in routine
- Find a venting partner

Say Good-bye To Bad Habits

Procrastination:

-
-
-
-

Carelessness

-
-

Socializing

-
-
-

Make My Day

Before Arriving at the Office:

1. Put day into perspective.
2. Use commuting time well.
3. Leave early.

Once you arrive at the office:

1. Get comfortable.
2. Review To-Do list.
3. Visualize and plan activities for the day.

The Paper In Your Territory

Get rid of it!

Act

File

Trash

Mail		Files	
1.	Sort at the same time every day.	1.	Form a tickler file
2.	Provide the same place for pick up.	2.	Choose your system.
3.	Inform co-workers of mail schedule.	3.	File regularly.
4.	Update reading material.	4.	Create an inactive file.

Maintain 4 files at desk:

- To Do
- To Read
- To File/Distribute
- Sooner or Later

Module 4

Objectives

1. Learn filing systems to increase spatial organization.
2. Learn some basic methods of identifying stressors and controlling stress.

Procedure:

1. As class, students will discuss methods of filing as organizational tool.
2. As class, students will discuss methods of maintaining emotional equilibrium on a regular basis and methods of dealing with stressful situations.
3. Students will read "Stress Signals" and mark all that apply to them.
4. As class, students will share their reactions.

Staying In Control

What can you do?

-
-
-
-

When you're about to lose it . . .

-
-
-
-

How To Relieve Stress When You Can't Leave Your Desk

EXERCISE

- Practice deep breathing.
- Test your tension.
- Work out tight muscles.

WRITE OUT TENSION

- Write exactly what you're feeling.
- Write quickly.
- Reading is not necessary

MENTALLY LEAVE

- Visualize.
- Plan evening or weekend.
- Take a power nap.

Homeward Bound: Leave the office at the office.

- Create a ritual.
- Shift thinking.
- Remove your uniform.

THE STRESS RESPONSE

Light headed

The Sweats

Cotton Mouth

Fast shallow Breathing

Clutching

The Wobbles

The body prepares for mobilization.

There is a sharp increase in energy consumption.

The body prepares for muscular action.

The body returns to a state of equilibrium.

Stress Signals

Body Signals (How your body responds to stressors)

- **Increase in, or loss of, appetite**
- **Nausea, indigestion, or upset stomach**
- **Dry mouth**
- **Muscle tension**
- **Increased perspiration**
- **Headache from tension**
- **Constipation or diarrhea**
- **Fatigue**
- **Rash or skin irritation**
- **Rapid or irregular heart beat**
- **Facial blushing or paling**
- **Cold hands**
- **Shortness of breath or rapid breathing**
- **Others:**

Behavioral Signals (How you act in response to stressors)

- **Nervous tic or nervous habit, such as nail biting or tapping one's fingers or feet**
- **Restlessness or pacing**

- **Increased smoking, eating, or drinking**
- **Irritability or short temper**
- **Jaw clenching**
- **Crying**
- **Withdrawal from social contacts**
- **Depending on such medications as tranquilizers and pain**
- **Other:**

Mental and Emotional Signals (How you think or feel in response to stressors)

- **Sense of loss of control**
- **Loss of motivation (You feel like giving up)**
- **Worry, feeling of dread**
- **Anxiety, nervousness**
- **Change in mood**
- **Loss of sex drive**
- **Increased desire to smoke, eat, drink**
- **Inability to enjoy life**
- **Difficulty in concentrating**
- **Other:**

Module 5

Objections

1. Identify positive and negative means of dealing with stress.
2. Learn positive, constructive ways to deal with stress.

Procedure:

1. Instructor will read out loud "Ways in which we deal with Stress."
2. Students will mark all they use.
3. As class, students will share what they have marked. They will identify the positive and negative ways of dealing with stress.
4. Individually, students will make a short-term plan (three months) for dealing with stress in a positive manner.
5. Students will discuss breathing methods as a means to deal with stress.
6. As class, students will practice breathing as a means to deal with stress.
7. Individually, students will fill out "Vulnerability to Stress" instrument.
8. As class, students will discuss results and what they mean.

Ways In Which We Deal With Stress

Circle all that apply to you:

1. Keep busy
2. Use various relaxation techniques
3. Get involved in a strenuous activity
4. Go for a walk
5. Go for a drive
6. Denial (become defensive or refuse to look at or admit to the problem)
7. Talk with someone about it
8. Take a drink
9. Use drugs
10. Lose your temper
11. Withdraw (refuse to communicate with anyone about your problem)
12. Do breathing exercises
13. Seek professional help
14. Take it out on someone else
15. Take a nap
16. Watch T.V.
17. Cry
18. Become violent

19. Become self-destructive
20. Problem-solve
21. Smoke a cigarette
22. Overeat
23. Start an argument
24. Become physically ill
25. Overwork
26. Think negatively or pessimistically
27. Spend money
28. _____
29. _____
30. _____

Personal Strategies For Managing Stress

Physical:

1. *Exercise and Movement* - The simplest and most effective means of stress reduction. It provides a natural stimulation for reduction of fight/flight syndromes. It also assists in strengthening one's ability to cope and enhances positive feelings towards oneself.

2. *Nutrition* - Certain nutritional habits actually contribute to distress because they lower one's tolerance to common daily stressors. Some foods even trigger a stress response. Avoid what is called the "Stress Prone Diet": high fat, sugar, caffeine, salt and additives, and absence of fiber.

3. *Relaxation Exercise* - Specific relaxation techniques reduce pulse rate, blood pressure, perspiration and respiration rates, as well as anxiety. There are muscular techniques such as progressive relaxation, autogenics (verbal commands to relax), and breathing imagery and meditative exercises as well.

4. *Breathing* - an antidote to stress. Breathing deeply or using other breathing exercises can reduce anxiety, depression, irritability, muscular tension and fatigue.

5. *Meditation and Imagery* - Use your imagination positively to create the relaxation response. Both generally involve proper breathing and have similar benefits.

Interpersonal:

1. *Assertive Communication* - positive and productive self-expression. Assertiveness is an approach to direct, honest communication that is respectful of oneself and others at the same time.

2. *Conflict Resolution* - skills to manage interpersonal stress. Develop a keen awareness of the elements of conflict and the social conditions that foster it. Move away from approaches that are win/lose, right/wrong.

3. *Support System* - Develop and use supports in your environment. Share dilemmas, give constructive feedback, ask for help, share successes as well as challenges.

Intrapersonal:

1. *Rational Thinking* - Challenge absolute, self-defeating thinking. Increase awareness of negative, non-productive thoughts ("should," "can't," "always," "never") and affirm yourself instead.

2. *Spiritualism and Meditation* - Many gain comfort and perspective from their spiritualism, some through religion and worship, others through personal beliefs. Meditation is a form of contemplation that can be used to enhance one's spirituality.

3. *Problem Solving Skills* - Improving the ability to see and use options and resources can assist in developing one's comfort zone. Problem solving is constructive worrying. Beyond problem solving, worrying becomes non-productive and contributes to one's stress level.

4. *Time Management Skills* - Time management involves balancing the demands upon your time with your supply of available time. Analyze the way you use your time and learn ways to manage it effectively. For example:

    - know your objectives and prioritize them
    - have adequate plans to accomplish them
    - develop the habit of thinking "Is this the most productive use of my time?"
    - develop effective self management habits, e.g. get up 1/2 hour earlier
    - avoid procrastination
    - delegate
    - let go of perfectionism
    - learn to say "no"

5. *Leisure* - Strive for a balance of work, self-care and leisure. Schedule time for both work and recreation. Play is just as important to your well-being as work. Take a break from your daily routine to just relax and have fun.

BIZARRO

DAN PIRARO

Take A Deep Breath . . . And Relax

When you're under stress, your muscles tense, and your breathing becomes shallow and rapid. One of the simplest (and best) ways to stop this stress response is to breathe deeply and slowly. It sounds simple, and it is. Most of us, however, do not breathe deeply under normal circumstances, so it may help to review the mechanics of deep breathing and how it helps us to relax.

Breathing Under Stress

When prehistoric humans were in danger of attack, their muscles tensed and their breathing became rapid and shallow, as they prepared to run or fight. Their high level of tension was a means of preparing their bodies for optimum performance. Today, the causes of our "stress" are different, but our stress response builds. One way to counteract the stress response is to learn how to breathe deeply and slowly- the opposite of how we breathe when under stress.

How Deep Breathing Works

Deep breathing is not always natural to adults. Watch the way a baby breathes: the air beneath the chest goes in and out. Most adults breathe from the chest. This is shallower breathing, so less oxygen is taken in with each breath. As a result the blood is forced to move through the system quickly so that enough oxygen gets to the brain and organs. Higher blood pressure results.

Deep breathing can reverse these effects. Take some time to practice this kind of breathing each day, especially when you're under stress. You can be sitting, standing, or lying down, but it helps to wear loose, comfortable clothing. Begin by breathing in through your nostrils. Count to five, silently saying the word "in," and let your lower abdomen fill with air. Then count to five, silently saying the word "out," as you let the air escape through pursed lips. Do this deep breathing for two minutes or more each time. With practice, you will be able to count slowly to ten or higher. You can increase your relaxation if you imagine breathing in ocean air, the scent of the flowers or forest air.

Effects of Deep Breathing

By helping you let go of tension, deep breathing can relieve headaches, backaches, stomach aches, and sleeplessness. It releases the body's own painkillers, called endorphins, into the system. It allows blood pressure to return to normal, which is good for your heart. Deep breathing can also allow held-in emotions to come to the surface, so your emotional health benefits from deep breathing, too. Use deep breathing any time, anywhere. It's one of the best techniques for relieving stress.

The Relaxing Sigh

Sighs actually release tension and can be used as means of relaxing.

1. Sit or stand up straight.
2. Sigh deeply, letting out a sound of deep relief as the air rushes out of your lungs.
3. Don't think about inhaling - just let the air come in naturally.
4. Repeat this procedure 8 - 12 times whenever you feel the need for it, and experience the feelings of relaxation.

Rapid Relaxation

When confronted with STRESS:

1. Take a deep breath and let it go suddenly! This forces relaxation for a split second.
2. Tell yourself to relax!
3. Focus for a few seconds on something very pleasant.

After completing these steps, redirect your attention to the problem situation. If the anxiety recurs, repeat the three-step model.

Relax Your Stress Away: 10 Great Ways to De-Stress

Your shoulders are tense; your back hurts. You feel grouchy and know it's all due to stress. What can you do? The relaxation techniques described below can help relieve both the physical and emotional tension that often follows stressful situations. The next time you feel the effects of too much stress, try some of the following ways to help you relax.

Relax Your Body

1. ***Deep Breathing.*** **While sitting, lying down, or standing, close your eyes and breathe in slowly. Let the breath out for a count of 5-10 seconds. Take ten of these super-relaxers any time you feel tense.**

2. ***Stretching.*** **Practice simple stretches such as the "neck stretch": stretch your neck by gently rolling your head in a half-circle, starting at one side, then dropping your chin to your chest, then to the other side.**

3. ***Exercise.*** **All kinds of physical activity- hiking, running, bowling, walking, etc. - help to reduce stress.**

4. ***Take a bath.*** **Ask household members to allow you at least 30 minutes of uninterrupted time.**

5. ***Get a massage.*** **A massage is a wonderful way to get rid of physical tension. Professional masseuses generally take 30 minutes to an hour, and will work on specific areas of tension, such as lower back or neck.**

6. ***Eat Well.*** **Reduce caffeine (in coffee, tea, chocolate) and alcohol intake. Find out if your diet is well-balanced, and take steps to eat healthily to help reduce stress.**

Relax Your Emotions

1. ***Talk.*** **Take the time to talk with a friend, mate or child. Express feelings you might have been holding in. Listen carefully to your partner. Walking in a quiet neighborhood or park can limit distractions.**

2. ***Laugh.*** **Go to a comedy club, see a funny movie or spend time with a funny friend.**

3. ***Cry.*** **Crying can be as good a release as laughing. If you haven't cried in a long time, try listening to sad music, watching a sad movie or writing about a sad experience.**

4. ***Read.*** **A good book is a great escape. Reading a tear-jerker or comedy can help release pent-up emotions.**

5. ***Do something you love.*** **When you enjoy yourself, whether it's gardening, going to the beach, or seeing friends, you relax your emotions.**

Create Stress Reducers

These are just a few stress reducers you can try. You can create your own healthy stress reducers (without alcohol or drugs), or use those listed above. You'll feel better and stay healthier if you do.

Ten Second Break: An Instant Stress Reliever

Basic Routine:

Step 1	Smile as you say to yourself: "My body doesn't need this _____" (irritation or stress)
Step 2	Take a slow, deep belly breath . . . Count to 4 slowly as you inhale and exhale.
Step 3	Take a second deep belly breath . . . Close your eyes at the top of the inhalation. As you exhale, imagine (visualize or feel) something warm entering your head and flowing down into our hands and feet. Heaviness and warmth are flowing in. Think the phrase, "I am calm."
Step 4	Open your eyes.

Modified Routine for Phone Calls:

Step A	When the phone begins to ring: Do Step 3 first . . . and then answer the phone.
Step B	During the phone call: Relax shoulders and jaw. Breathe from your abdomen as rhythmically as possible.
Step C	After the phone call: Do the complete "Ten Second Break," steps 1-4.

Vulnerability To Stress

The following test was developed by psychologists Lyle Miller and Alma Smith at Boston University Medical Center. Score each item from 1 (almost always) to 5 (never), according to how much of the time each statement applies to you over the past two years.

RATING: 1-almost always; 2-usually; 3-sometimes; 4-seldom; 5-never

_____1. I eat at least one hot balanced meal a day.

_____2. I get 6-8 hours of sleep at least four nights a week.

_____3. I give and receive affection regularly.

_____4. I have at least one relative within 50 miles on whom I can relay.

_____5. I exercise to the point of perspiration at least twice a week.

_____6. I smoke less than half a pack of cigarettes a day.

_____7. I take fewer than five alcoholic drinks a week.

_____8. I am the appropriate weight for my height.

_____9. I have income adequate to meet my basic expenses.

____10. I get strength from my religious beliefs.

____11. I regularly attend club or social functions/activities.

____12. I have a network of friends and acquaintances.

____13. I have one or more friends to confide in about personal matters.

____14. I am in good health (including eyesight, hearing, teeth).

____15. I am able to speak openly about my feelings when angry or worried.

____16. I have regular conversations with the people I live with about domestic problems, e.g. chores, money, sexual issues and daily living issues.

____17. I do something for fun at least once a week.

____18. I am able to organize my time effectively.

____19. I drink fewer than 3 cups of caffeine a day (cola, coffee, tea).

____20. I take quiet time for myself during the day.

____TOTAL To get your score, add the figures and subtract 20.

Any number over 30 indicates a vulnerability to stress. You are seriously vulnerable if your score is between 50 and 75, and extremely vulnerable if it is over 75.

Module 6

Objectives:

1. Develop an understanding of the types of listening and the skills that are used.
2. Document and illustrate the importance and value of using good listening skills.
3. Provide setting in which participants can practice using and getting feedback on their listening skills.
4. Develop skills in active listening.

Procedure:

1. As class, students will discuss kinds of listening and give examples from their our lives.
2. As class, students will discuss concept of active listening.
3. In pairs, students will do reflective listening exercise.
4. As class, students will discuss results.

Listening Skills

Kinds of Listening:

- Casual - every day, not involving a lot of effort
- Reflective - reflecting back to speaker words he/she has said
- Active - reflecting back to speakers words said plus feelings behind words

Conditions for Active Listening:

- You hear or see feelings
- Speaker clearly says she/he has a problem
- Speaker sends message that is not easy to understand

Active Listener's Frame of Mind:

- You want to help
- You feel genuinely accepting
- You want and are able to take the time
- You do not have feelings embedded in speaker's problem

Listening Responses

- Advising & Evaluating
- Analyzing & Interpreting
- Reassuring & Supporting
- Paraphrasing & Understanding

Benefits To Speaker

- Feels you are not trying to change him/her
- Encouraged to continue communicating
- Encouraged to go deeper
- Self-direction, responsibility & independence are fostered
- Promotes relationship of warmth & closeness
- Develops problem-solving capability
- Becomes open to other thoughts & ideas
- Shares personal needs & goals

Listed below are some words that describe feelings:

glad	adequacy	depressed	disgusted
excited	positive esteem	cheated	turned on
competent	empty	agitated	fear, anxiety
confident	discouraged	upset	panicky
determined	rejected	offended	frightened
proud	helpless	slighted	anxious
fulfilled	disappointed	happiness	threatened
capable	hurt	happy	scared
needed	crushed	amused	worried
secure	drained	delighted	afraid
important	vulnerable	pleased	nervous
appreciated	used	cheerful	inadequacy
care	loving	confused	negative esteem
caring	bored	grateful	embarrassed
loving	shy	relieved	ashamed
sympathy	abused	hopeful	humiliated
pity	down	enthusiastic	guilty
frustration	sad	elated	insecure
blocked	anger	mad	ignored
trapped	angry	neglected	burdened
hostile	doubtful	smothered	furious
unimportant	overwhelmed	regretful	frustrated
hate	unsure	torn	bitter
intimidated	driven	irritated	uncertain
exasperated	resentful	left-out	depression
jealous	unappreciated	lonely	envious

To summarize, active listening is the ability to identify, define, paraphrase, and respond accurately to the feelings expressed by another person; learning to really listen without interrupting or projecting one's own opinion or ego. By actively listening we reduce defensiveness, promote self-esteem, defuse emotional exchanges, and promote effective communication.

Exercise: Reflective Listening

Part I. Read each short paragraph below. Then select the response that you feel best restates and reflects the content and emotion expressed in the paragraph.

1. The person has been on a new job for three months. During a counseling interview, the employee said, "I don't know why it is, but I just don't feel as though I'm one of the gang. They are all nice enough fellows, but somehow they seem to have a closed circle and make me feel like an outsider. Maybe it's me; I don't know."

   (a) Why don't you use the first chance you get to do the boys a favor?
   (b) It seems to you that the group doesn't accept you.
   (c) It seems that the others dislike you for some reason.
   (d) You don't think they will accept you if you give them some more time to learn that you are a nice fellow?

2. A clerical employee with ten years' experience told his/her supervisor, "I've been doing this job for years now and nobody had ever complained and now you send my work back and tell me to do it over. It isn't fair and it doesn't make sense. Maybe I do make mistakes now and then, but nobody is perfect and I don't know why I should get all the blame for what goes on around here."

   (a) It isn't fair to ask you to correct your own mistakes.
   (b) Suppose you check your work before you bring it to me.
   (c) You think you are being blamed for not being perfect.
   (d) You feel that I am too strict.

3. During an interview with his supervisor, a member of a crew states, "I don't want to work with Jake anymore. He's lazy and is always taking a superior attitude and complains about the rest of us not helping him as much has we should. He thinks he is too good for this kind of work and too good to work with the rest of us, and I'm sick of being around him."

   (a) You feel that Jake ought to be disciplined in some way.
   (b) Jake doesn't want to cooperate, is that it?
   (c) Jake's attitude makes the work unpleasant.
   (d) You think Jake might fit in better somewhere else.

4. A young woman whose work showed a sudden drop in quality was sent to the employment manager for an interview. One of the things she said on arriving was, "I don't know why I should be asked to talk to you about my work. I haven't complained, and I haven't time for this kind of chit-chat. So give me what help you have in mind and I'll be on my way."

(a) You came to see me because you were sent and not because you feel any need for help.
(b) Don't you feel that with my experience in the company, I might be of some help?
(c) You feel irritated for coming here because you don't think I can help you.
(d) You must not jump to conclusions. Often people need help when they are unaware of this need.

5. A supervisor was discussing the work of a young man about a year out of high school. The supervisor was trying to determine why important details on procedure were often overlooked or clearly violated. Suddenly the young man shouted, "You're the worst supervisor I've ever had. If a person shows initiative, you work him over. I refuse to follow silly rules."

(a) Why don't you check with me before you make a change in procedures?
(b) You resent me for criticizing your work.
(c) Perhaps it's my fault that I didn't train you on the correct procedures.
(d) You feel I should have someone else go over your work.

6. A secretary began to cry when asked whether or not she had finished typing a first draft of a speech the personnel director was preparing and said, "Everything I do is wrong. I just can't do anything to please you. I don't mind when you criticize me to my face, but when you start writing me up as if I were a case - a good joke - well, I can't take it." (Assume that the speech included a humorous anecdote about a secretary.)

(a) There is not a reference to you as a person in that speech.
(b) You feel I criticize you too publicly.
(c) I'll be glad to take that out, but aren't you being a bit sensitive?
(d) You feel I'm making fun of you in that story.

Part II. Read each short paragraph below and then formulate a response that paraphrases accurately the content that describes the feeling conveyed in the paragraph.

1. "So right after high school, I just wasn't really sure what to do - I mean what with costs and all, college just didn't seem. . . my parents were in no position to pay. . . and I didn't know what else there was or what to look for."

2. "I just couldn't tell him because we were never alone; the others may have known what was up or. . . I don't know. All I know is that whenever I tried to tell him, there were people around; and I just couldn't tell him. . . then what with all of these people."

3. "I was let go in 1975. . . general layoff. . . after all those years of the company. . . I had no idea what to do next."

4. "It's so hard knowing that your efforts don't get noticed and that there's nothing, absolutely nothing, you can do to get people to understand what you do."

5. "If it had been his assistant who had done that, the boss wouldn't have said a thing."

Part III. Paraphrase the following passages with a statement which restates the content and reflects the feelings of each speaker:

John - I can't get anywhere with that guy. I call. He never calls back - always some excuse - people expect me to get the job in on time and I'm tired of taking the blame when he's never around.

Reflect John's statement

Sara -Six years on the job and this is the thanks I get. The boss just walks in here like that and hands me a pink slip and leaves without a word.

Reflect Sara's statement

Bill - It's not my fault. I've been trying to tell you all along that the equipment is just going to keep on breaking down until it's fixed right. I try, but I'm no mechanic and have never pretended to be.

Reflect Bill's statement

Alice - No thanks, I'll just stay here. Every time I go out with her in the group, there's trouble. She and I are just not on the same wave length.

Reflect Alice's statement

Tom - Look at him. He just walks up to the boss and hogs all the credit. A lot of us worked on that project. Boy, does that burn me.

Reflect Tom's statement

Allen - Well - um - It's not that I don't want to change - but I'm not sure what it is you want -it's very confusing.

Reflect Allen's statement

(The simple paraphrase is the best. You expect people to respond with, "That's what I just said!", but often they will correct the meaning slightly, which will give you, as listener, additional understanding.)

Module 7 -Active Listening

Objective

1. Provide more practice on active listening.
2. Learn more about listening techniques.

Procedures:

1. Students will form groups of three. Each group will have a speaker, a listener, and an observer. These roles will be rotated among the three.
2. The speaker will speak for 15 minutes on any topic of his/her choice about which he/she feels passionately. The listener will listen actively, employing techniques of listening discussed in the course. The observer will observe the interaction and give feedback to both the listener and the speaker (particularly the listener), stating positive aspects of the communication and ideas for improving its effectiveness.
3. When everybody has been able to play all three roles, the three will process the interaction by discussing "Questions for Discussion" and formulating his/her own personal learning and applications.

Active Listening

Observer Feedback Checklist

Did the listener:

1. capture the speaker's message accurately?

2. transpose the message for verification; ask the speaker to repeat or clarify; ask what, when, who, where and why?

3. feed back the whole message in content and/or emotion?

4. accept message? (Speaker has the right to feel this way.)

5. take necessary time, pay attention, (indicating he/she is interested in the speaker's point of view)?

6. stay out of the speaker's problem, not get feelings embedded in problem, let speaker maintain ownership?

7. neither agree or disagree, refrain from judging?

8. trust speaker - no sermon, no interruptions? advice or opinion offered?

Did the speaker:

1. indicate he/she wanted attention, preparing the listener to receive the message?

2. make sure the listener was ready?

3. try not to waste the listener's time?

4. give a complete message?

5. repeat and clarify the main idea?

6. position to avoid distractions?

7. avoid personal habits or mannerisms?

8. look at listener?

9. evaluate listener's interpretation - ask for feedback?

Listening Triads: Questions For Discussion

1. What difficulties did you experience in each of the roles: speaker, listener, and observer?

2. What barriers to effective listening emerged during the exercise?

3. What did you learn about the effectiveness of your self-expression?

4. What applications might you make of this emerged paraphrasing technique?

Personal Learning & Applications:

Module 8

Objectives:

1. Give students opportunity to evaluate themselves as listeners.

2. Discuss characteristics of a goal listener and a poor listener.

Procedures:

1. Students think of someone at work, answering the questions on the "Complaint" chart which follows with that person in mind. In the left-hand box under "Often," "Seldom," and "Never," students check the category that applies.

2. Students will then pretend they are the person at work they just evaluated. Pretending to be this other person, they will evaluate themselves. They will put their answers next to the boxes on the "Complaint" chart to achieve a score for themselves.

3. As class, students will discuss what they have learned about themselves.

4. Students will think of someone they know who is particularly good listener. They will list the characteristics that make him/her a good listener.

5. Students will think of someone they know who is a particularly poor listener. They will list the characteristics that make him/her a poor listener.

6. Class will generate list of characteristics that good and bad listeners have.

Complaints	Often	Seldom	Never
1. Doesn't give me a chance to explain fully what my problem is.			
2. Never lets me complete more than a few sentences before interrupting. Acts as if it is hard to wait for me to finish.			
3. Likes to finish sentences for me.			
4. Being questioned about what I've just said indicates I wasn't listened to at all.			
5. Often gives me the feeling I'm wasting time by talking.			
6. Never smiles while I'm talking, so I feel uncomfortable.			
7. Seldom looks at me while I talk, so it is hard to tell whether I'm being listened to.			
8. Sneaks looks at the clock or watch while I'm talking. Often acts as if something else is more important than what I have to say.			
9. Constantly cleans fingernails or fiddles with a pen, paper, or paper clip, gazing at it rather than listening to me.			
10. Has a knack for steering me off my subject with questions and comments.			
11. Whenever I make a suggestions or propose an idea, the immediate reaction is "No."			

Complaints	Often	Seldom	Never
12. Always tries to anticipate what I'm going to say, jumping ahead of me to tell me what I had in mind.			
13. Rephrases what I say in such a way that my meaning is distorted.			
14. Stares at me whenever I talk, as if disbelieving everything I have to say.			
15. Has a way of putting me on the defensive or confusing my thinking whenever I ask a question.			
16. Almost everything I say triggers an argument even before I've had a chance to explain fully what I had in mind.			
17. Tries to be flip when I have something serious to discuss.			
18. Looks at me in an evaluative or critical way when I speak, making me wonder whether something is wrong with me.			
19. Never stops doing the task at hand to turn attention to me completely when I approach with a question.			

Subtotals

If your total score is _____, then your listening habits are:

60 - 80	Extremely poor
40 - 59	Very poor
20 - 39	Could stand improvement
0 - 19	Good

Score

To compute the score, circle and add up the values assigned to each item.

	Often	Seldom	Never
1.	3	1	0
2.	5	2	0
3.	3	0	0
4.	4	1	0
5.	5	1	0
6.	3	0	0
7.	3	0	0
8.	4	1	0
9.	3	0	0
10.	3	1	0
11.	6	2	0
12.	4	1	0
13.	4	1	0
14.	4	1	0
15.	5	2	0
16.	6	2	0
17.	6	2	0
18.	5	1	0
19.	4	1	0

Work for understanding

1. Ask questions for understanding
2. Listen for meaning; for what is said between the lines
3. Check out assumptions
4. Focus on the information, not on the person or the words
5. Distinguish between fact and opinion
6. Be aware of selective perception and compensate
7. Paraphrase and summarize to ensure understanding
8. Give feedback when appropriate (eg, when person is ready to hear it)

Get your message across

1. Use language that is clear and understandable (avoid "jargon")
2. Distinguish between facts and opinion
3. Avoid blaming or labeling
4. Be specific; use examples when possible
5. Express feelings openly and directly
6. Make your verbal and non-verbal messages consistent
7. Ask for feedback
8. Be sensitive to receiver's reactions

Actions still speak louder than words, buttons or bumper stickers.

Characteristics of a Good Listener

1. Looks at you
2. Questions for clarification
3. Shows concern by asking about feelings
4. Reflects (actively listens)
5. Is poised and emotionally controlled
6. Reacts responsively with nods of head, smile, etc.
7. Pays close attention
8. Doesn't interrupt
9. Keeps on subject until point is finished

Characteristics of a Poor Listener

1. Always interrupts
2. Jumps to conclusions
3. Finishes sentences
4. Is non-verbally inattentive
5. Changes the subject
6. Writes everything down
7. Doesn't give a response
8. Is impatient
9. Loses temper
10. Fidgets with pen, pencil, etc.

Building Blocks For Listening

L **Look at the other person.**

A **Ask open-ended questions.**

D **Don't interrupt.**

D **Don't change the subject.**

E **Emotional control is essential.**

R **Responsiveness to others' needs is important.**

Module 9 - Feedback

Objectives:

1. Teach students rules of giving and receiving feedback.
2. Give students practice in giving and receiving feedback.

Procedures:

1. As class, students will read description of feedback.
2. As class, students will discuss "Things to DO; Things NOT to DO" for feedback.
3. As class, students will discuss rules for receiving feedback.
4. Students will think of a time they gave feedback effectively. Class will discuss.
5. Students will think of a time they received feedback effectively. Class will discuss.
6. Students will think of a time they gave feedback ineffectively. Class will discuss.
7. Students will think of a time they received feedback ineffectively. Class will discuss.

Feedback

Feedback is a way of making others aware of a behavior you perceive and how that behavior is affecting you.

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to ignore it or to use it as he sees fit. By avoiding evaluative language, reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "Just now when we were deciding the issue you did not listen to what the others said and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior. This is dependent, of course, on the person's readiness to hear it, support available from others, etc.

7. It is checked to ensure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. Own your own feedback by saying I, not we. Let others speak for themselves.

9. If your intent is to punish or "get even," your feedback will be ineffective. Don't give feedback unless you are willing to stay with the person and help him/her work it through to a resolution. Feedback is a way to help another person be more effective; it is not a sanctioned way for you to meet your needs to "square others away."

Feedback: What to Do; What to Avoid

1. Focus on specific *behaviors*; NOT on personality.
2. Focus on *observations*; AVOID inferences.
3. Describe *behavior* and AVOID personal judgements.
4. Describe behavior in terms of *"more or less;"* NOT as either/or."
5. Make feedback *specific*; AVOID abstract or general comments.
6. Make feedback *timely*; AVOID infrequent or delayed feedback.
7. *Share ideas* and information; AVOID giving advice.
8. *Explore alternatives*; AVOID giving answers and solutions.
9. Emphasize the *value of feedback*; AVOID using feedback as a "release."
10. Focus on *what is said*; NOT why it is said.
11. *Clarify* the feedback; AVOID making premature conclusions.
12. *Moderate the amount* of feedback; AVOID "over-communicating."

Here Are Some Useful Rules For Receiving Feedback

Less can be said about receiving feedback than about giving it. However, certain points are worth noting. These are that feedback received is always about past behavior -- not current or future behavior -- and that receiving feedback always offers the possibility of learning something valuable which can serve as a basis for future improvement.

There are also certain steps to follow in receiving feedback which can increase its value for the receiver. These are as follows:

1. Listen carefully.

2. Try not to let defenses build up, but mentally note questions or disagreements.

3. Paraphrase what you think you hear to check you perception.

4. Ask questions for clarification and ask for examples in those areas which are unclear or in which disagreement exists. Paraphrase answers again.

5. Carefully evaluate the accuracy and potential value of what you have heard.

6. Gather additional information from other sources or by observing your own behavior and other persons' reactions to it.

7. Do not overreact to feedback, but, where desired, modify your behavior in suggested directions and then evaluate the outcomes.

Module 10

Objective

1. Make students aware of need for conflict resolution and negotiation.
2. Give student opportunity to evaluate conflict situations and work out solutions.
3. Allow students through post-test assessment to find out what they have learned.

Procedure:

1. Students will read case studies.
2. In small group, they will generate options for solving the problems.
3. Administer post-test assessment.

Making Negotiation Work . . .

Jerry and Sara are two of the best Creative Marketing team members in a large retail store. They are responsible for acquiring and arranging moveable store fixtures such as hanging racks, cubicles and T-stands to display and merchandise their goods. All these fixtures are shared by departments on an "as-needed" basis, creating much hoarding and hiding. Naturally, shortages occur.

Sara arranges the displays for the Menswear Department, and the annual Father's Day Sale is approaching. This is the second-busiest and most profitable time of the year for the department, and there is a lot of new merchandise to be displayed.

Jerry arranges displays for Women's Sportswear, a department that uses large volume, large discounts and weekly sales to make it the most profitable one in the store.

Jerry and Sara are veterans of the "store fixture wars." They have clashed before on this issue. Now, they both need fixtures. Sara figured out that Jerry has a secret supply in the Women's Sportswear stockroom. Jerry catches Sara there removing all of them for the upcoming Father's Day sale.

Role Play: Take a win-win approach and turn the explosion into a negotiated agreement.

Effective Communication Summary 10A

Name: _____

Position: _____

1. List three ways in which, as a result of what you have learned in this course, you will be a more effective listener.

A.

B.

C.

2. A given spoken communication consists of words, tone, and body language.

A. Which of these most influences the communication?

_____

B. Which is the second most important part of the communication?

_____

3. As a result of this finding, what will you do to ensure effective communication:

A. on the telephone

B. face-to-face

4. Some effective telephone techniques include answering the phone promptly, being courteous, and taking complete messages. Describe one situation where you will increase your telephone effectiveness in one of these areas.

5. What is one rule for **giving** feedback effectively?

A. What is one rule for **receiving** feedback effectively?

B. Describe one specific incident where you will give or receive feedback more effectively.

6. As a result of this course, how will you communicate more effectively at work?

Appendix A: "*What Do We Listen For?*"

By Eugene Raudsepp

The implication of the ratio "two ears to one mouth" should not be lost on the employee who wants to stay on top of things. Lend an ear and you will get an earful of good ideas in return.

According to several estimates, most executives spend 9 percent of their working day writing, 16 percent reading, 30 percent talking and 45 percent listening. Some employees have even estimated they earn 50 to 60 percent of their salaries by listening. Unfortunately, many of them are not operating at peak listening efficiency because they have one or several irritating habits that interfere with their ability to listen effectively.

There are at least six reasons for being a good listener:

- We learn a great deal by listening.
- It helps us solve problems.
- It gives us time to think.
- It increases our self-confidence.
- It helps us to sell ideas.
- It generates ideas.

Listening generates lots of ideas. Indeed, by far the most effective method through which people can tap ideas is by attentive, daily listening to the many formal as well as informal contacts within and outside the work place. Few attributes are as important as the manager's willingness to listen.

This willingness to listen also can counteract any illusions employees may have about how well they communicate. Many people tend to take mutual understanding for granted. They are not aware that often the thoughts and directives they express are not understood precisely in the way they were intended. Moreover, people often are not encouraged to ask questions or explain their problems fully.

Of course, many people add to the obscurity by being reluctant themselves to state their problems. They may feel that an open admission of their problems would somehow detract from their image of competence.

One way in which employees can enhance their ability to diagnose problems is by learning the skill of asking pertinent questions. But before questioning can enhance understanding, there has to be a climate of confidence. When distrust or fear exists on either side, the likelihood of understanding is remote. Since a climate of confidence cannot be created instantaneously, people must work to develop one over time, from continued contact with each other.

It should be noted that most studies about executive appraisal show that the

people who are rated most efficient by their subordinates are invariably good listeners.

Even though good listening is crucial to effective communication, studies have shown only about 10 percent of us listen properly. Most of us don't know how, or don't want, to listen intelligently, systematically and purposefully.

That good listening deteriorates with age was shown in an experiment with first through twelfth graders. During the experiment the teachers were asked to interrupt themselves suddenly at certain times and to ask their students two questions: "What was I talking about?" and "What were you thinking about?" Over 90 percent of the first and second graders were shown to be listening and hearing what the teachers were saying. In junior high school, only about 44 percent were listening and hearing what the teachers were saying. In high school, from tenth through twelfth grades, the percentage dropped to only 28 percent!

Most people talk at one another rather than with one another. Both speaker and listener think they are making meaningful points, but rarely do they add up to genuine communication.

It is also generally assumed the speaker is more important than the listener in carrying on meaningful communication. Certainly both are vital. Yet analysis of the communication process reveals that the listener is, indeed, the more important link.

To most people, listening consists of trying to figure out as fast as possible the central point or gist of the other person's message. The trouble is the central point frequently is screened and distorted by the listener's preconceptions. Listeners tune out as soon as they think they have grasped the gist of the message, then mentally prepare their own statement or rebuttal on the topic they assume is being discussed.

The speaker, in turn, is trying to convey a thought or mental image to the listener. While someone speaks, for example, you listen. You hear the words, and your mind fashions an interpretation of the message. If your interpretation corresponds to the speaker's meaning, your response to the words also will correspond to that meaning. If your interpretation is not the same as the speaker intended, your response will be to address the original meaning, and you will be talking on different wavelengths.

Many laboratory experiments have demonstrated the shortcomings in listening. A typical test, involving six subjects, proceeds as follows:

> Five subjects leave a room. The remaining one is shown a picture of a street scene and is given two minutes to study and memorize as many details as possible. The picture is then withdrawn, and the second subject is called into the room. The first subject describes the picture to the second subject, who in turn tells the third subject what was heard, and this goes on until the last subject is reached.

Like the others, the last subject visualizes the picture and describes it, based on the description that was heard. But when the actual picture is shown, the last subject does not recognize it. Why? This is what usually happens during the transmission of the message:

(1) fewer details are passed on each time the picture is described;
(2) details are distorted or changed;
(3) one subject's inferences are transformed into definite assertions while that subject is describing the picture to the next person;
(4) different details are emphasized in each subject's description.

Awareness of deficiencies in listening skills, coupled with a conscious effort to overcome these deficiencies, goes a long way toward mastering the art of listening. The following guidelines are presented to help you improve your awareness and efficiency.

Increase your listening span. Deliberately try to inhibit your temptation to interrupt. Make sure the speaker has had the opportunity to convey the point of the message before you speak. By your actions, show the speaker you are genuinely interested and you want to listen. If you are not sure of the whole message, ask the speaker to repeat for clarity. Constantly evaluate your understanding of the message.

Take time to listen. If you put obvious limitations on your listening time, the speaker is apt to feel rushed. Many people think aloud and grope toward their meaning. Initial statements are frequently only a vague approximation of what a person means. In order for the speaker to open up and crystallize the meaning, you must convey the feeling that you want the speaker to take the time to talk freely. Don't rationalize that you are too busy to listen.

Give full attention. You act like a good listener when you are alert, look the speaker in the face, maintain good eye contact, lean forward if appropriate, let your face radiate interest by nodding your head and raising your eyebrows, and give encouragement with comments and questions. Examples of supportive questions are, "Is that what you mean?" and "Check my understanding, but I think you're telling me" followed by a paraphrase of the speaker's remarks.

Restate the message. When the speaker has indeed finished, restate the main points in your own words and ask if that is what is meant. This ensures that any misunderstanding between you and the speaker is minimal.

Avoid hasty evaluation. One of the major barriers to effective interpersonal communication is the tendency to judge the other person's statement too hastily. To communicate completely, you must inhibit this tendency and listen with understanding. You must try to see the point from the speaker's frame of reference.

Don't overreact to delivery. "What a slow speaker!" "What a monotone this fellow has!" Many of us have used such thoughts to tune out a speaker and become

inattentive. A good listener is not concerned about the speaker's mannerisms or delivery. Instead, this attitude should be, "What's in this message that I need to know? What can the speaker add to my knowledge and experience?"

Don't overreact to content. Often poor listening can be attributed to getting overly excited or stimulated by what the speaker says, especially when one of the listener's convictions, pet peeves, or prejudices is challenged. From that moment on, emotional filters keep the listener busy thinking up arguments in defense and negating those of the speaker. The rest of what the speaker says largely goes unheard. A good listener suppresses this excitement and suspends evaluation in order to comprehend the speaker's message fully.

Don't fake attention. When we make up our minds that what the speaker has to say is dry, boring, or useless, we frequently fake attention. We may fix our glassy eyes on the speaker or let our thoughts wander. Once your disinterest is noticed, the speaker's thinking can become confused and the delivery may deteriorate. Good listeners do not prematurely categorize a subject as uninteresting.

Don't become distracted. Poor listeners tend to become distracted by sounds, objects and people unrelated to the situation at hand, such as a police siren, a telephone ringing in the next room, or people passing by the open door. Good listeners either position themselves to avoid distractions or they concentrate harder on what the speaker is saying.

Listen between the lines. Try not only to listen to what is said but to understand the attitudes, needs and motives behind the words. Also, remember that the speaker's words may not always contain the entire message. The changing tones and volume of the speaker's voice may have meaning; so may facial expressions, gestures and movements of the body. Be alert. Non-verbal cues increase your total comprehension of the speaker's message.

For example, there is sometimes a considerable difference between the message and the auditory and behavioral cues emitted by the speaker. Although a speaker's verbal message may convey excitement, some of the indicators that the speaker does not mean what is said are a lack of spontaneous movement, wandering eyes or a downward gaze, an unanimated tone of voice, a mask-like face, or a hunched posture.

Listen for ideas, not facts. The importance of facts has been drilled into us since childhood; hence, when we listen, we tend to focus on them. But this can obscure the ideas behind those facts. A good listener makes an effort to understand what the facts add up to, weighing them and relating them to each other to see the key ideas that bind them together.

Let's take a hypothetical case. A manager is giving her subordinate instructions. Let's call them Facts 1 through 7. As she begins to speak, the subordinate's mind records Fact 1 and right away mulls it over in his mind, trying to be sure he'll remember

it. While he's mulling, the manager is giving him Fact 2. Now the subordinate is preoccupied with two facts and is apt to miss Fact 3 altogether. And so it goes through Fact 7: some facts retained, some missed, others confused.

Don't monopolize. People who have a strong need to dominate every social situation or who feel they know everything about a subject are often bad listeners. They shut their minds so tightly that they literally do not hear new ideas. Instead, they are impatiently waiting for a chance to butt in with what they think is the conclusive word on subject under discussion.

Adapt your thought speed. We can think about three to four times faster than we can talk. Since the brain is not idle even while we listen, it is difficult to slow down our thinking speed. Poor listeners, impatient with the speaker's slow progress, let their thoughts wander, or they daydream. Then when their attention returns to the speaker, they find they have missed something, so the temptation to take brief side excursions becomes even greater until listening efficiency drops to zero.

To use your thought speed to advantage, attempt to anticipate what the speaker is getting at. Mentally sum up what has been said. Weigh the evidence; ask yourself whether the facts are accurate and the viewpoints objective, or whether the speaker is only telling what will prove the point. What is not said can sometimes be as important as what is said. Ask yourself, "What is really meant by that, and what is the speaker leading up to?" But be careful you are not diverted to another subject, by so called "branching thoughts." Stick to the speaker and the subject.

"NO MAN WOULD LISTEN TO YOU IF HE DIDN'T KNOW IT WAS HIS TURN NEXT."

Edgar W. Howe

"IN LISTENING, WE SPEAK THE OTHER'S WORDS."

Leslie H. Farber

"ONE OF THE BEST WAYS TO PERSUADE IS WITH YOUR EARS - BY LISTENING. . ."

Dean Rusk

**"A GOOD LISTENER IS NOT ONLY POPULAR EVERYWHERE,
BUT AFTER A WHILE HE KNOWS SOMETHING."**

Wilson Mizner

"BORE: A PERSON WHO TALKS WHEN YOU WISH HIM TO LISTEN."

Ambrose Bierce

Appendix B - Listening

One way of capitalizing on the difference between the speaking rate and the brain rate is to listen to the speaker's main theme and put it in our own words.

Don't listen to only what you want to hear. People tend to believe what they want to believe, and we frequently hear only what we listen for, but what we listen for is often rather limited. The following story illustrates this.

A trained entomologist is walking down a busy city street with a friend. In the midst of the honking horns and the screeching tires of the traffic, the entomologist suddenly exclaimed, "Do you hear that cricket?"

Her friend looked at her in astonishment and said, "You hear a cricket in the midst of all that noise and confusion?"

The entomologist, without replying, reached into her pocketbook, took out a coin, flipped it into the air, and as it clinked on the sidewalk a dozen heads turned in response. The entomologist then said, "We hear what we listen for."

We also block out things we do not want to hear. You can try your own experiment. Have an acquaintance listen to an opposing political party's speech and then report it to you. You will be amazed at the amount of negative distortion and bias displayed.

Both the listener and the sender must assume some basic responsibility if effective communication is to take place.

Listener responsibilities are:

- Show interest, by your actions, in the sender, and that you want to listen.
- Take the time to listen, and be sure you are ready.
- Try to learn something. Be positive rather than negative. Take the "this is an opportunity" approach when you listen.

• Get the whole message. Ask the sender to repeat or clarify; ask what, why, when, how, where and why.

• Do not interrupt the sender. Let the sender finish completely. Make mental or written notes of what you want to say without tuning out the sender. Evaluate your understanding of the message.

• Concentrate on listening. Position yourself to ward off distractions. Have the desire to listen. Look at the sender. Do not fidget, shuffle papers, clean your fingernails, open your mail, or indulge in other discourtesies.

• Practice listening.

Sender responsibilities are:

• Show the receiver, by your actions, that you want attention. Be encouraging; show that it is important to listen and prepare the receiver to listen.

• Be sure the receiver is taking the time and is ready to listen. The timing of your message is essential.

• Try not to waste the receiver's time.

• Give the receiver the whole message (all the receiver should know and would like to know) . Carefully plan your message around what, why, when, how, where and who.

• Repeat and clarify the main idea, problem, issue, question and facts. Avoid clutter.

• Position yourself and the receiver to avoid distractions.

• Avoid personal habits or mannerisms that could distract while you are sending the message.

• Look at the receiver.

• Evaluate the receiver's interpretation of the message by requiring feedback. Ask specific questions about the message or have the receiver repeat and explain your message.

Appendix C
Constructive Communication

DO . . .	DON'T . . .
Share your own thoughts, feelings and ideas	Assume others know what feelings you have
Describe situations as you see them as objectively and specifically as possible	Distort the facts, exaggerate or sidetrack the issue to "win a point"
Use first person singular ("I") and present tense when possible	Accuse, blame, judge to remove responsibility from yourself
Hear and acknowledge other's words even if you disagree	Interrupt
Check out the hunches and assumptions you have already made about the other person	Attribute feelings, thoughts, or motives to others
Ask for clarification of communications that you don't entirely understand	Argue over the facts of past events that others remember differently (these are often impossible to resolve)

Most verbal communications have two parts: a rational part and an emotional part. The communication can be better understood if these can be separated and both responded to.

Appendix D
Uses of Active Listening

Use of Active Listening:		Examples of Listener's Responses:
1.	To convey interest in what the other person is saying	I see! Uh-huh
2.	To encourage the individual to to expand further on his thinking	Yes, go on. Tell us more.
3.	To help the individual clarify the problem in his own thinking	Then the problem as you see it . . .
4.	To get the individual to hear what he has said in the way it sounded to others	This is your decision then, and the reasons are . . .
5.	To pull out the key ideas from a long statement or discussion	Your major point is . . . You feel that we should . . .
6.	To respond to a person's feelings more than to his words	You feel strongly that . . . You do not believe that . . .
7.	To summarize specific points of agreement and disagreement as a basis for further discussion	We seem to agree on the following points . . . but we seem to need further clarification on these points . . .
8.	To express a consensus of group feeling	As a result of this discussion, we as a group seem to feel that . . .

Effective Communication

Answers

By
Ellen Blumner

Pre-Test ANSWERS

1. What are three barriers to effective listening?

   A. **Physical distractions - noise in room, outside, phones**

   B. **Mental distractions - thinking of other things while person talks**

   C. **Pre-judgements - previous encounters with person which have led you to discount in advance some of what is being said.**

2. Active listening involves paying attention to the speaker's

   words and **feelings**.

3. How should you handle a situation where a phone call comes which is not for you and which involves information that you do not have?

   1. Transfer to someone who can help immediately. Make sure person is not given run around.

   2. Take down pertinent information; tell person you will look into situation and give them the precise time you will get back to them (one hour). Do so.

4. How quickly should you answer the telephone?

   First or second ring, no longer than third ring.

5. How should you handle an angry customer on the telephone?

   Defuse the anger. Remain calm. Assure the caller you understand he/she has a problem and that you want to help. Don't let yourself be abused, but be polite at all times.

6. A. How should you give feedback effectively?

   Use "I" statements. Be specific. Choose correct time and place. Make sure you are calm and other person is able to receive feedback.

   B. How should you receive feedback?

   Don't take it personally. Think of it as education. Ask for specific suggestions. If you become upset, ask for time to think about what was said and set specific time for the two of you to get back together to discuss feedback.

Exercises in Cooperative Communication Answers

Possible answers:

"Mr. Monroe, I can't help you. If you miss your appointment today, you won't be able to see the doctor any time soon. I'll put you on the calendar for another appointment, but I don't see what good that'll do."

Mr. Monroe, I'm sorry you can't make your appointment. The doctor is all booked up for a few weeks, but I can see if he can squeeze you in. Also, make sure to leave me a number where I can reach you in case of cancellation. If it is a real emergency, I can refer you to another doctor.

"The mistake is not a result of this department, Ms. Lansing. I suggest you take that up with Accounting. There's nothing I can do."

I'm sorry a mistake has been made, Mr. Lansing. Let me take down the information, and I'll find out who can take care of that matter. I'll get back to you within the hour.

"I don't ordinarily handle Mr. Warrington's correspondence. I guess I can set your letter aside and give it to him when he comes in, but I don't know when that will be."

I'm sorry, I don't handle Mr. Warrington's correspondence. Let me find out who does and give your letter to her. She will be able to help you.

Give examples of cooperative words and phrases:

- Let me help you.
- What can I do for you?

Crossword Puzzle ANSWERS

ACROSS:

3. People dealt with daily
4. Outward appearance
5. Working successfully in an orderly fashion
6. Called on the telephone

DOWN:

1. Interaction with others
2. Important to keep this intact when working with people
7. Number of times available to make a first impression

Say Good-bye To Bad Habits
Answers

Procrastination:

- Break into small parts; set fake deadlines
- Be aware of productive and non-productive times in the morning and afternoon.
- 15 minute bite: If you can't get into a project after trying for 15 minutes, give up.
- Give yourself rewards.

Carelessness

- Proofread.
- Plan project with enough time.

Socializing

- Don't have an extra chair near your desk for visitors.
- Get up when someone approaches. Walk down the hall.
- Don't get involved in others' conversations.

Staying In Control
ANSWERS

What can you do?

- Eat well.
- Pay attention to maintaining harmonious relationships.
- Get enough sleep and rest, including relaxing time.
- Deal with conflicts as they occur; don't let unresolved tension build up.

When you're about to lose it . . .

- Remove yourself from the situation, either physically or mentally.
- Take a walk.
- Talk it out with someone.
- Do breathing exercises.

Exercise: Reflective Listening ANSWERS

Part I. Read each short paragraph below. Then select the response that you feel best restates and reflects the content and emotion expressed in the paragraph.

1. The person has been on a new job for three months. During a counseling interview, the employee said, "I don't know why it is, but I just don't feel as though I'm one of the gang. They are all nice enough fellows, but somehow they seem to have a closed circle and make me feel like an outsider. Maybe it's me; I don't know."

   (a) Why don't you use the first chance you get to do the boys a favor?
   ☛ **(b) It seems to you that the group doesn't accept you.**
   (c) It seems that the others dislike you for some reason.
   (d) You don't think they will accept you if you give them some more time to learn that you are a nice fellow.

2. A clerical employee with ten years' experience told his/her supervisor, "I've been doing this job for years now and nobody had ever complained and now you send my work back and tell me to do it over. It isn't fair and it doesn't make sense. Maybe I do make mistakes now and then, but nobody is perfect and I don't know why I should get all the blame for what goes on around here."

   (a) It isn't fair to ask you to correct your own mistakes.
   (b) Suppose you check your work before you bring it to me.
   ☛ **(c) You think you are being blamed for not being perfect.**
   (d) You feel that I am too strict.

3. During an interview with his supervisor, a member of a crew states, "I don't want to work with Jake anymore. He's lazy and is always taking a superior attitude and complains about the rest of us not helping him as much has we should. He thinks he is too good for this kind of work and too good to work with the rest of us, and I'm sick of being around him."

   (a) You feel that Jake ought to be disciplined in some way.
   (b) Jake doesn't want to cooperate, is that it?
   ☛ **(c) Jake's attitude makes the work unpleasant.**
   (d) You think Jake might fit in better somewhere else.

4. A young woman whose work showed a sudden drop in quality was sent to the employment manager for an interview. One of the things she said on arriving was, "I don't know why I should be asked to talk to you about my work. I haven't complained, and I haven't time for this kind of chit-chat. So give me

what help you have in mind and I'll be on my way."

(a) You came to see me because you were sent and not because you feel any need for help.
(b) Don't you feel that with my experience in the company, I might be of some help?
☛ **(c) You feel irritated for coming here because you don't think I can help you.**
(d) You must not jump to conclusions. Often people need help when they are unaware of this need.

5. A supervisor was discussing the work of a young man about a year out of high school. The supervisor was trying to determine why important details on procedure were often overlooked or clearly violated. Suddenly the young man shouted, "You're the worst supervisor I've ever had. If a person shows initiative, you work him over. I refuse to follow silly rules."

(a) Why don't you check with me before you make a change in procedures?
☛ **(b) You resent me for criticizing your work.**
(c) Perhaps it's my fault that I didn't train you on the correct procedures.
(d) You feel I should have someone else go over your work.

6. A secretary began to cry when asked whether or not she had finished typing a first draft of a speech the personnel director was preparing and said, "Everything I do is wrong. I just can't do anything to please you. I don't mind when you criticize me to my face, but when you start writing me up as if I were a case - a good joke - well, I can't take it." (Assume that the speech included a humorous anecdote about a secretary.)

(a) There is not a reference to you as a person in that speech.
(b) You feel I criticize you too publicly.
(c) I'll be glad to take that out, but aren't you being a bit sensitive?
☛ **(d) You feel I'm making fun of you in that story.**

Part II. Read each short paragraph below and then formulate a response that paraphrases accurately the content that describes the feeling conveyed in the paragraph.

1. "So right after high school, I just wasn't really sure what to do - I mean what with costs and all, college just didn't seem. . . my parents were in no position to pay. . . and I didn't know what else there was or what to look for."

You seem confused about what you would do after high school.

2. "I just couldn't tell him because we were never alone; the others may have known what was up or. . . I don't know. All I know is that whenever I tried to tell him, there were people around; and I just couldn't tell him. . . then what with all of these people."

You seem disturbed that you were never able to talk to him because people were always around you.

3. "I was let go in 1975. . . general layoff. . . after all those years of the company. . . I had no idea what to do next."

You seem to feel betrayed by the company and confused about what to do next.

4. "It's so hard knowing that your efforts don't get noticed and that there's nothing, absolutely nothing, you can do to get people to understand what you do."

You seem to feel unnoticed and unrecognized, as though nobody understands your work.

5. "If it had been his assistant who had done that, the boss wouldn't have said a thing."

You seem angry about unjust treatment in the office.

Part III. Paraphrase the following passages with a statement which restates the content and reflects the feelings of each speaker:

John - I can't get anywhere with that guy. I call. He never calls back - always some excuse - people expect me to get the job in on time and I'm tired of taking the blame when he's never around.

Reflect John's statement **You seem frustrated because you are blamed for not finishing the jobs on time and the reason you can't is because someone you depend on is not doing his part.**

Sara -Six years on the job and this is the thanks I get. The boss just walks in here like that and hands me a pink slip and leaves without a word.

Reflect Sara's statement — **You feel angry and bitter because you have been fired suddenly, without any reason being given, after you devoted 6 years to working for the company.**

Bill - It's not my fault. I've been trying to tell you all along that the equipment is just going to keep on breaking down until it's fixed right. I try, but I'm no mechanic and have never pretended to be.

Reflect Bill's statement — **You feel frustrated and resentful because you are blamed for equipment failure beyond your capacity to fix.**

Alice - No thanks, I'll just stay here. Every time I go out with her in the group, there's trouble. She and I are just not on the same wave length.

Reflect Alice's statement — **You have decided, somewhat unwillingly, to stay behind because when you go out with her, there's trouble. It seems as though you would rather go, but because of the situation, you will not go.**

Tom - Look at him. He just walks up to the boss and hogs all the credit. A lot of us worked on that project. Boy, does that burn me.

Reflect Tom's statement — **You feel resentful that he takes all the credit for a project a lot of people worked on.**

Allen - Well - um - It's not that I don't want to change - but I'm not sure what it is you want -it's very confusing.

Reflect Allen's statement — **It seems as though you are confused about what is expected of you.**

(The simple paraphrase is the best. You expect people to respond with, "That's what I just said!", but often they will correct the meaning slightly, which will give you, as listener, additional understanding.)

Effective Communication Summary
Answers 10A

Name: _____

Position: _____

1. List three ways in which, as a result of what you have learned in this course, you will be a more effective listener.

   A. **Remove external barriers where possible, i.e. noise, phones, etc.**

   B. **Listen carefully to what speaker is saying; put aside internal concerns and messages.**

   C. **When appropriate, take notes; ask clarifying questions.**

2. A given spoken communication consists of words, tone, and body language.

   A. Which of these most influences the communication?

   Body language

   B. Which is the second most important part of the communication?

   Tone

3. As a result of this finding, what will you do to ensure effective communication:

   A. on the telephone

   Pay attention; don't do more than one activity at a time; speak clearly; don't take anger personally; ask clarifying questions.

B. face-to-face

Maintain eye contact; ask clarifying questions, give non-verbal cues for feedback.

4. Some effective telephone techniques include answering the phone promptly, being courteous, and taking complete messages. Describe one situation where you will increase your telephone effectiveness in one of these areas.

(Each should differ according to individual's work and life situation.)

5. What is one rule for **giving** feedback effectively?

Be specific; be timely; state how action affected you.

A. What is one rule for **receiving** feedback effectively?

Don't take it personally; use as learning situation.

B. Describe one specific incident where you will give or receive feedback more effectively.

(Answers vary from individual to individual.)

6. As a result of this course, how will you communicate more effectively at work?

(Answers vary from individual to individual.)